

Report on Technical Assistance Meetings

Professional Services Division

August 2008

Overview of this Report

A summary of the Technical Assistance visit to Touro University will be given.

Staff Recommendation

This is an information item.

Background

Some institutions/program sponsors were granted Initial Approval to offer programs at the same time that non-joint NCATE accreditation visits were stopped. These programs are scheduled for accreditation visits in two years. In order to provide information to the institutions/program sponsors and to report to the COA on the progress of the programs,

Date of Visit	CTC Consultant	Team Size	Program(s) Reviewed
June 22-24	Jo Birdsell	2 Volunteers	*Multiple and Single Subject Programs (including Intern option) * Education Specialist Credential (Mild/Moderate and Moderate/Severe) Preliminary Level I (including Intern option) and Professional Level II

Preparation for the Touro technical assistance visit was well done. The team had a complete and busy interview schedule. The document room had the necessary evidence. Faculty and staff were available throughout the visit to find additional information or respond to questions.

CTC staff and volunteers followed many of the procedures that are utilized in a traditional accreditation site visit. The major difference was that each program received feedback related to the amount of evidence reviewed related to each standard. No standard findings were decided by the team and no accreditation recommendation was considered or mentioned. Feedback on each standard in both programs and the Common Standards was provided. Below is a summary of the visit to Touro University.

Interviewers were held with candidates, program completers, faculty, staff, employers, and university administrators. The programs offered at Touro have strong support from the surrounding communities—particularly their efforts to prepare educators who are ready and want to work with urban at-risk students. There was an outpouring of support for the Touro programs from local K-12 school administrators during the visit and they have plans for the future, including degree programs offered in local schools, teachers and administrators serving as guest speakers in courses, discounted tuition for local educators and Touro will host two days with a consultant to work with Vallejo School District math teachers in an effort close the achievement gap in this area. Touro contracted with WestEd to help design a comprehensive evaluation

system. The surveys will be piloted this summer and faculty will meet in a fall retreat to review the results and determine next steps.

In anticipation of the Site Visit in two years, Touro will want to address some areas. In the Common Standards, attention will need to be given to faculty. In particular, it will be necessary to address the following part of the standard: "They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity."

In addition, as the program is expanding there are now multiple entry points into the program. The original design was a spiraled curriculum that allowed concepts to build upon each other, but candidates entering in the later stages of the curriculum have missed some foundational information. Faculty have addressed these areas informally and personally, but addressing this issue as a College of Education is necessary.

Touro University has just had a Preliminary Administrative Services Credential program approved by the COA that will begin in fall 08 and will be included in the site visit. A full-time faculty member has been hired to build the program. Two other faculty members in the areas of Multiple Subjects/Literacy and Educational Technology have been hired recently as well.

Overall, evidence supported strong, albeit young, programs that are well connected with the surrounding community and prepare educators well for implementation of the California K-12 Program Standards.